

The NWP: Supporting Local Teachers with National Infrastructure

Spring Meeting 2015
Inverness Research

1. THE NATIONAL CHALLENGE

21st century education and workplace require ever more sophisticated literacy skills.

- Writing is integral to thinking, learning, and participating in society.
- To have choices and to thrive, every student needs to become a versatile, skilled writer.

2011 NAEP Writing Assessment shows need to strengthen student writing

- **27%** of 8th and 12th graders performed at a proficient or advanced level (24% proficient / 3% advanced)

<http://nces.ed.gov/nationsreportcard/pdf/main2011/2012470.pdf>

The current amount of writing instruction is not sufficient to meet new literacy demands

- On average, ELA teachers spend **58 minutes a week** teaching writing
- Students spend **37 minutes a week** writing for homework, on average

*--From NWP i3 (CRWP) project baseline data on
ELA middle and high school teacher practices*

Teachers need opportunities for sustained professional development

From 2009 *Status Report on Teacher Development*—

Key finding: **“Sustained and intensive professional development for teachers is related to student achievement gains.”**

From Darling-Hammond, et al., School Redesign Network

Local school systems alone cannot offer sufficient professional development

- On a national survey, 57% of teachers reported receiving **2 days or less of PD** in the past year in their core content area
- Just 23% of teachers had received 4 days or more

“Other nations that outperform the United States on international assessments invest heavily in professional learning.”

From Darling-Hammond, et al., School Redesign Network (2009)

THE NWP HELPS MEET THE NATIONAL CHALLENGE—

Building capacity for local improvement

- Teacher leadership
- Professional development tailored to local needs
- Backed by the quality and reliability of the NWP network

What do Writing Project Sites offer to local teachers?

- Leadership development
 - PD tailored to needs
- Professional community and connections

NWP institutes offer local teachers *very* high quality support for development of teacher leadership



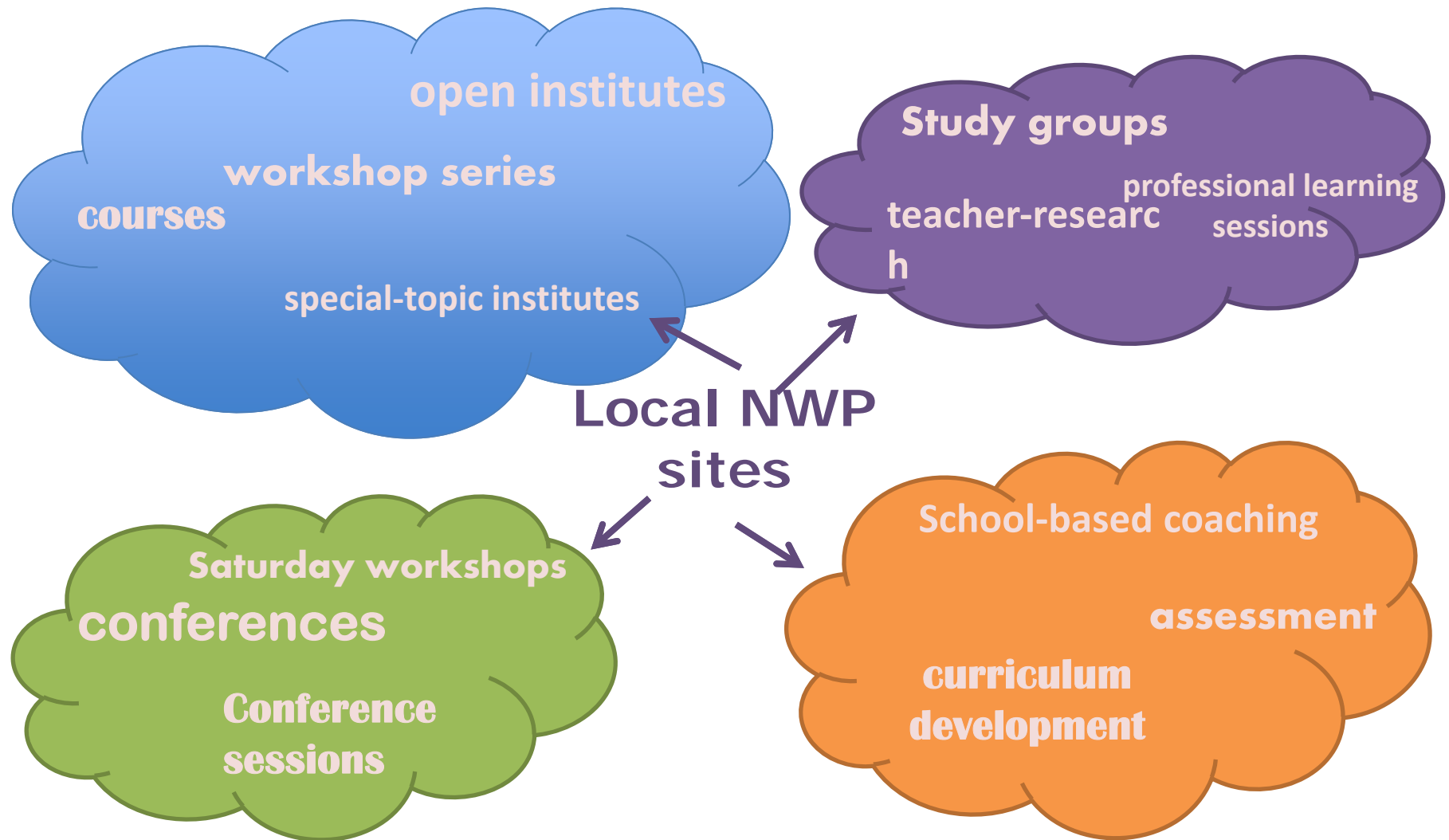
What it means to be a teacher leader in the NWP

- Advocating what's right for students
- Opening the classroom door and going public with teaching
- Working "alongside" teachers and leading collaboratively
- Taking a stand, speaking up
- Learning and reflecting on practice as a teacher and leader.

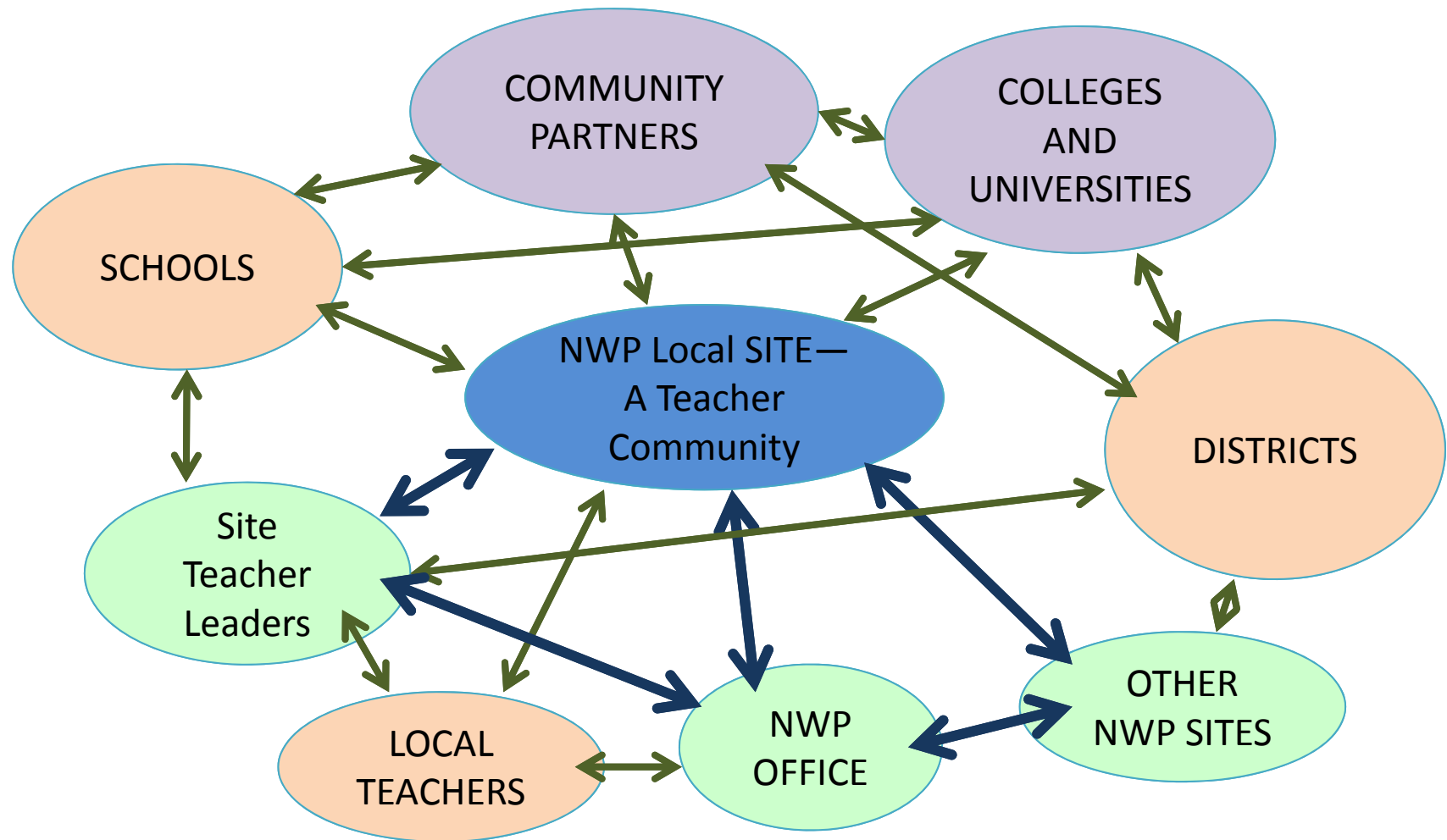
*--From How Teachers Become Leaders,
Lieberman and Friedrich, 2010*

4,888 NWP teacher-leaders were active in 2013-14

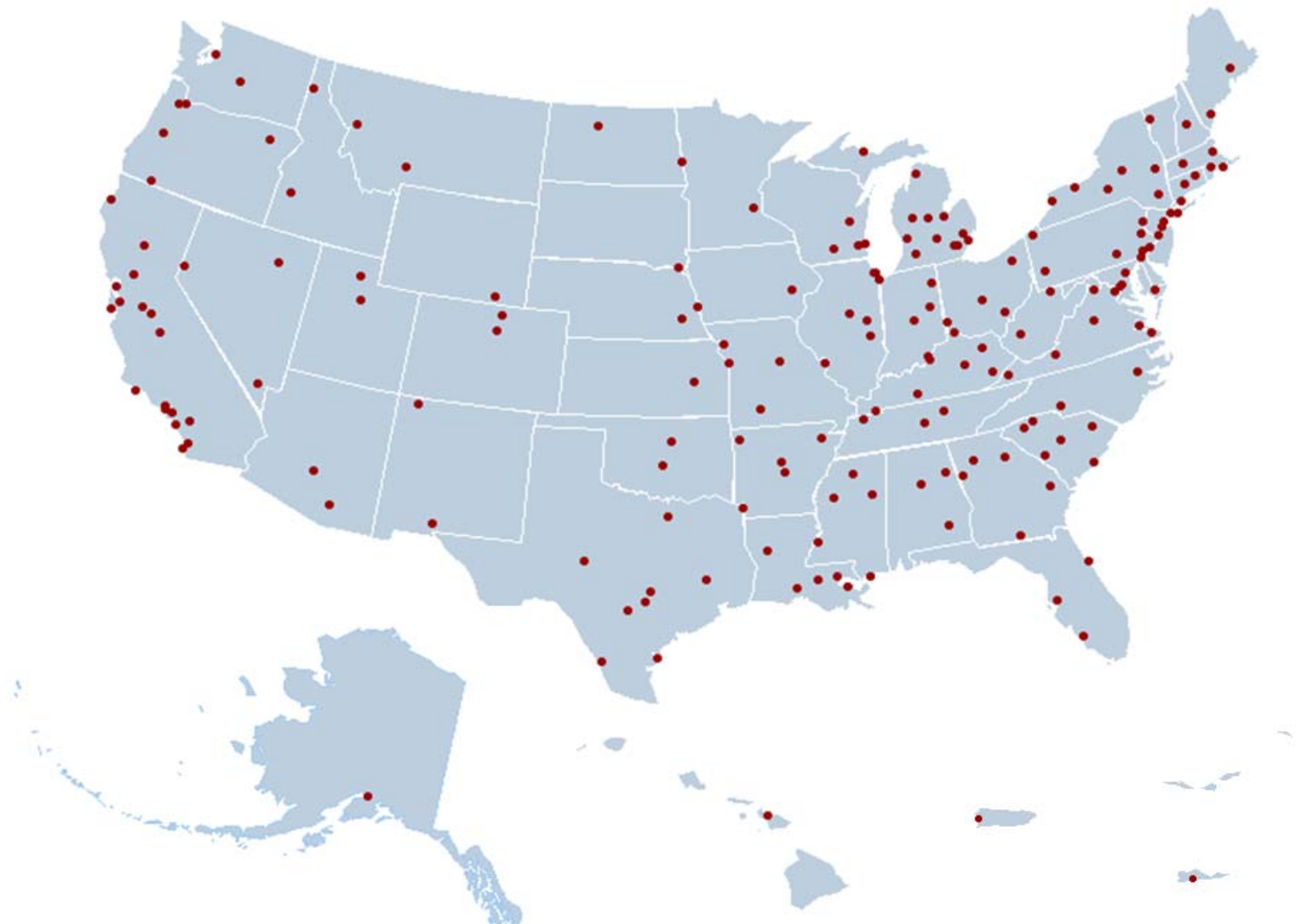
Local teachers have access to a variety of customized site programs facilitated by NWP teacher-leaders



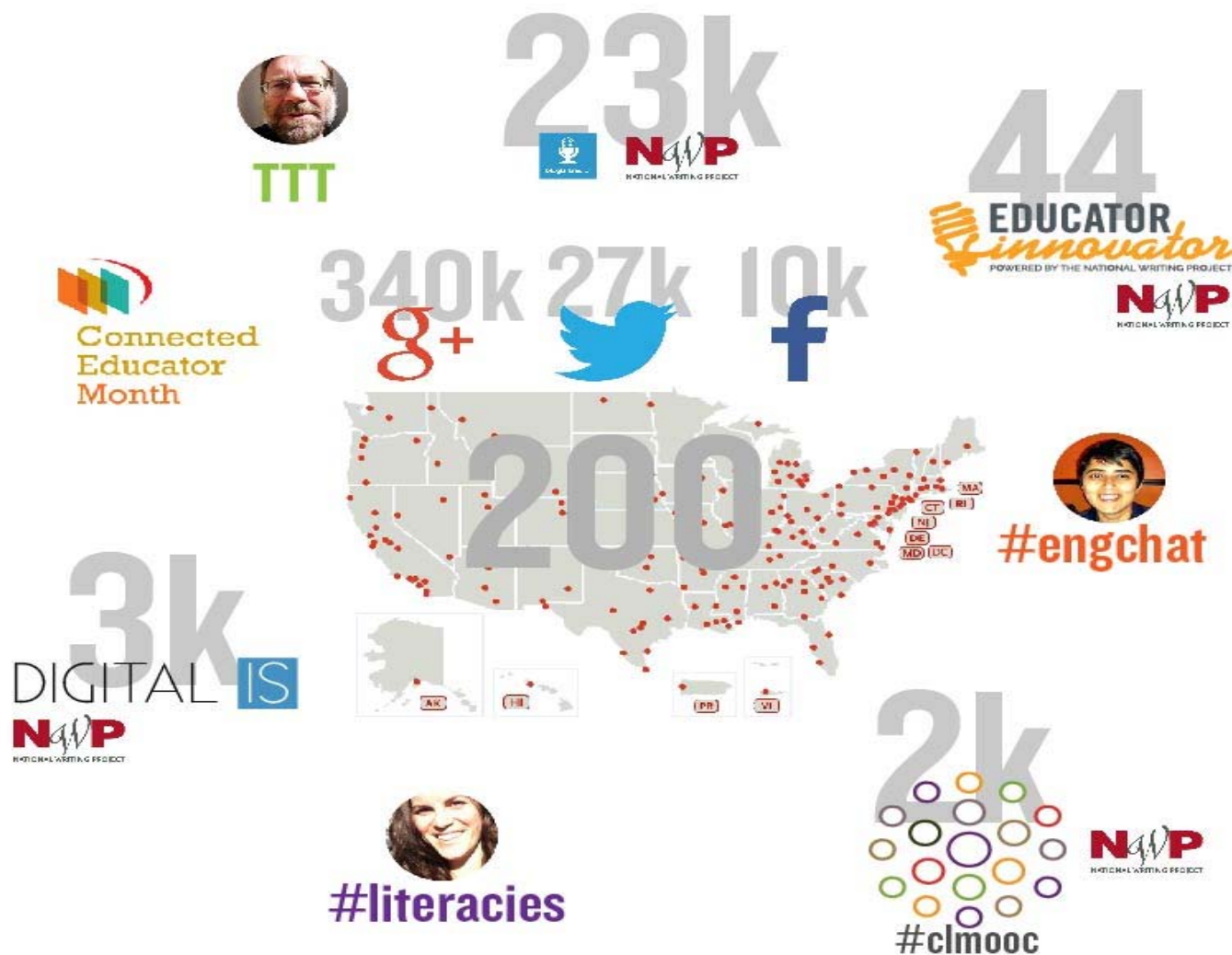
Local teachers get connected to the many resources that are part of a site's network



**Furthermore, each local site is part of the
NWP network**

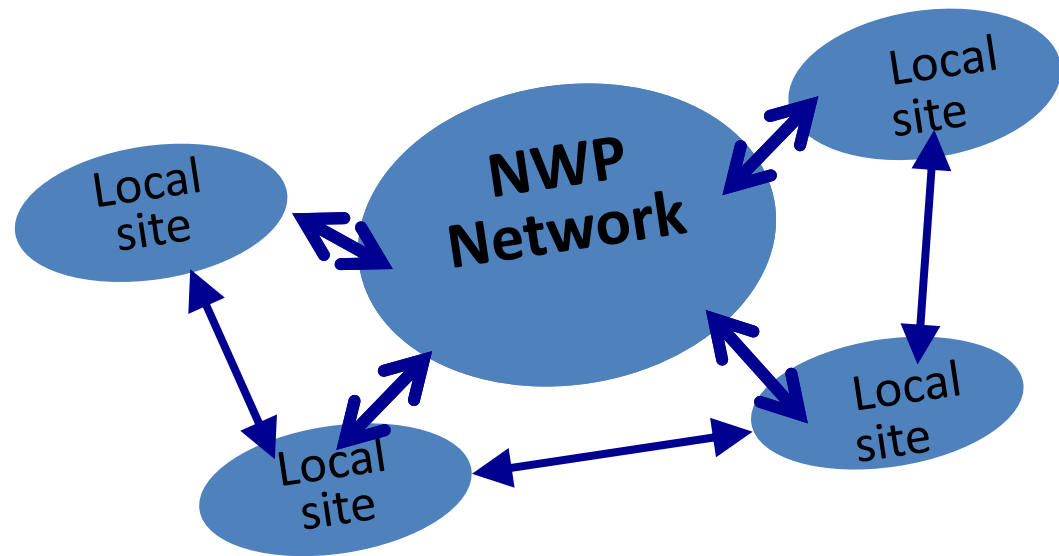


The NWP connects teachers and improvement organizations to each other across the nation



Thus, local teachers have the backing of the full national network

- **Shared mission and values** about students, writing, teaching, and teacher leadership
- **Exchange of knowledge** from both research and practice
- **Foundation to develop** as teachers, as leaders, as writers, as learners



**Why is it important to sustain funding
for writing improvement at the
federal level, as well as locally?**

The NWP network functions as a national infrastructure for the improvement of writing

- We all rely on infrastructures to get work done: roads and bridges, the internet, the aviation system.
- Good infrastructure supports local growth and competitiveness. The infrastructure has to be reliably high quality, consistent, and readily accessible.
- The costs of infrastructure are shared by all levels—federal, state, and locals. It requires steady investment to function.

A seeming paradox: High quality local work requires national infrastructure

Also, federal investments allow the NWP to focus on local support for high-need schools and students

- **SEED** (Supporting Effective Educator Development):
 - Writing Project sites provided 30+ hours of PD to teachers from **145 high-need schools** during 2012-13 and 2013-14
- **i3** (Investing in Innovation):
 - 12 Writing Project sites in 10 states are providing 90 hours of PD in **22 high-need rural districts** in 2013-14 and 2014-15, reaching over 12,500 students

A lasting impression...

Investment in the connected NWP infrastructure benefits local teachers across the nation

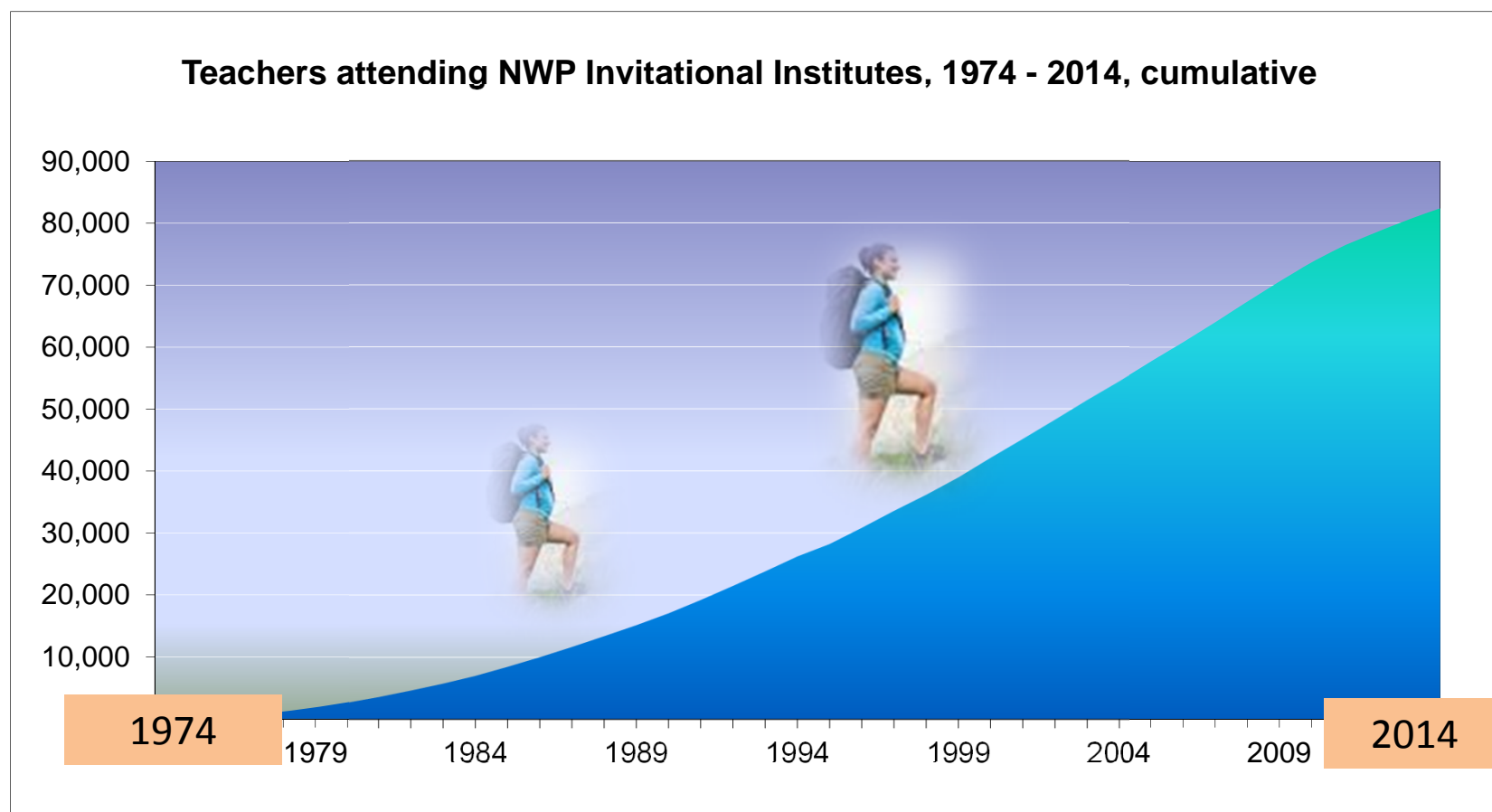


The largest organism in the world is the Aspen grove. **What appear to be individual trees are actually connected to a shared root system** that nourishes the whole.

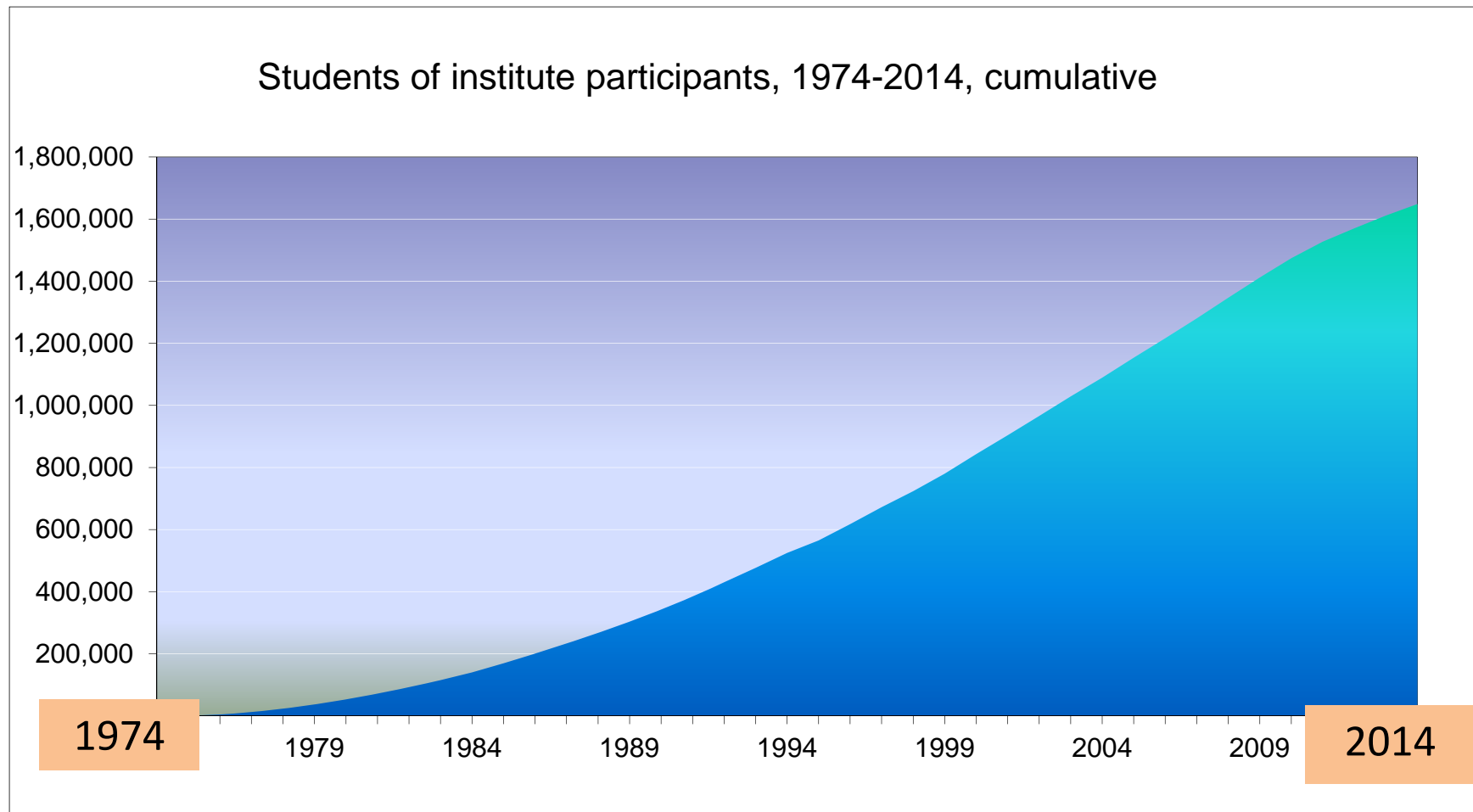


The nation has benefited from the NWP's 40 years of cumulative teacher leadership development

Over **82 thousand teachers** have participated in Summer Invitational Institutes since 1974



NWP institute participants have taught over 1.6 million students since 1974



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